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AMERICAN HISTORY OUTLINE

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AN OUTLINE
OF THE ONE-TERM COURSE IN
AMERICAN HISTORY

FOR THE STATE NORMAL SCHOOL
WESTFIELD, MASSACHUSETTS

ADELINE AUGUSTA KNIGHT

BOSTON: WRIGHT & POTTER PRINTING COMPANY, STATE PRINTERS, 18 POST OFFICE SQUARE, NINETEEN HUNDRED AND THREE

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SUGGESTIONS

FOR

TEACHING HISTORY TO GRAMMAR GRADES.

All methods suggested in this outline call for personal research. The mere memorizing of assertions does not create a taste for historical study. Assign certain topics rather than certain lessons, always, of course, with reference to resources available, and do your best to carry forward the class without undue dependence upon any particular text-book.

The attitude of the pupil's mind to history may be encouraging, but it is likely to be much the reverse. Even graduates of high schools often lack any notion of the continuity of history, and have not developed any love for historical reading.

In the case of grammar grades, the arrangement of the topic must receive attention. It will be well to have pupils understand that, after reading the authorities offered, a little art is necessary. Stimulate them to ask themselves mental questions like these: —

What are you going to describe?

What impression are you going to give?

How are you going to group details?

How are you going to gain effectiveness?

MEMORANDA.

I am going to describe the coming of the Pilgrims.

I am going to give an impression of the sense of loneliness, but also of their happiness in living here as they wished.

I am going to group details around this central thought.

I am going to gain effectiveness by illustrations, by significant incidents, and by crisp, short sentences.

Some one has said that the history of this country was largely written before man came here. Use a physical map of the United

States to show the mountain wall on the slopes of which crouched the first settlers. The gateways of the west are to be seen, — the one through which passes the Baltimore and Ohio, the path of the Erie Canal, and the road the Pennsylvania people found. The broad basin of the Mississippi was sure to become one of the most interesting and wealthy areas of the earth.

Read exhaustively a few campaigns. Do not study separate battles much. For instance, the first Confederate line of defence in the civil war should be made perfectly clear. The campaign of '62 pushed this line south from Paducah to Chattanooga, as far as the west was concerned; the campaign of '63 opened the Mississippi and reduced the area of the Confederacy to four States, and that of '64 destroyed the last resources available for the Carolinas and Virginia.

The cause, purpose and results of such battles as are studied should be well understood. That of Gettysburg should be thoroughly gone into, with a diagram of the two ridges and the Federal stand on Cemetery Ridge on July 1; the struggle for the Round Top hills on the 2d; and Pickett's charge upon Hancock's position on the 3d.

Civics, as constitutional government, is taught in direct connection with history. An institution is the outcome of a condition. New England villages were settled by congregations coming with their pastors from over sea. The township form of government, with schools, printing-press and intense public spirit, was the natural result. In Virginia, on the other hand, each plantation was independent of neighbors, with its own little harbor and with ships coming from England direct to its wharf. There was a constant looking towards the old home; planters' children expected to graduate at Oxford or Cambridge; people lived the life of English country squires. The Virginia county system was the natural consequence in this case. Forms of government in newer sections of our land have been based, so far, upon one or other of these systems or upon a blending of the two.

An examination of the outline will show a broad division of our history into related groups of events. The separate topics of each group form lesson unities; but occasionally topics can be blended. Much necessarily depends on the amount of time at the disposal of the teacher.

The class should have uniform text-books. To this end, several superior histories of the United States, written for schools, are cited

continuously in the lists of references. The teacher, however, needs a wider outlook for her address, or generalization as it is often termed; and a liberal number of authorities is provided for her use.

THE METHOD OF THE RECITATION.

Each topic is a small whole of instruction, to be subjected to an elaboration by itself; and as apperception takes place only between similarly related notions, the old concepts already in the mind of a pupil must be recalled vividly to consciousness before anything new is offered. This process is called the apperceptive step. It is a series of questions upon the topic of yesterday, but it is something more than that well-known thing, — a review of the previous lesson. For the questioning must be so skilful as to loosen from confusion those particular concepts with which connection is to be made. In other words, these questions are the hooks to which the new is to be attached. The step closes, therefore, with the setting up of the *aim* of the new work.

The time consumed should not exceed five or seven minutes. Everything about this must be keen and practical, with a smooth leading up to the lesson of the day.

The presentation of the new topic follows. This is usually by a little lecture abroad; in our own country by the familiar topical form of recitation. If the historical period is the Revolution, and the topic the second attempt of the British to conquer New York, suitable subdivisions would be (1) the plan of Burgoyne's army; (2) the plan of St. Leger's army; (3) the plan of Howe's command; (4) the comparative risks of these plans; (5) the growing difficulty of Burgoyne's situation; (6) Bennington; (7) Fort Stanwix; (8) aid for Burgoyne prevented by Washington; (9) Saratoga.

The presentation will fill twenty minutes certainly, often more. It calls for quiet, steady, hard work.

The third step falls to the teacher. She gives an address of five or ten minutes (the briefer period is preferable) upon the work just completed, lifting the results clearly from the bulk of the material and making them cohere. Her stores of general information and special study come into play at this point. Above everything, she must be interesting. Can the hard worked teacher have this power? Is it something that we can learn?

It must be. The purpose to give our truest service will help us. With right ideals, honest purpose and patient effort we must grow. And we must always remember that earnestness will make amends for lack of eloquence.

The lesson ends with a recapitulation of the second and third steps by a few clever questions. Perhaps the teacher realizes a few weak places in the presentation. Very possibly she stands convicted of some vagueness in her address. It is for her now to clear up errors; but of necessity she must be brief.

To afford variety, she can give at times an entire lesson in a lecture. The physiography of North America might be interestingly presented so. Or half the recitation period may be assigned to some one for a report upon a special topic. Topics IV, page 9, II, page 10, V, page 11, and V, page 13, are included for this treatment.

Part I.

A Topical Outline for Grammar Grades.

American History.

The Physiography of North America.

I. — The Physical Conformation. Characteristics of the Atlantic Slope, of the Great Valleys, of the Pacific Slope.
II. — Soils. Mineral Deposits. Climate. Rainfall.
III. — Comparison with European Lands.
IV. — Products.
V. — Effects of this Environment on Men of European Origin.

Authorities.

A Narrative and Critical History of America, Vol. IV., Winsor [N — 1], pp. 1–30.

Encyclopædia Britannica (ninth edition), article on United States, Whitney [EE — 4].

The Earth and its Inhabitants, North America, Vol. III., Reclus [T — 1], pp. 1–48.

A Student's History of the United States, Channing [alcove], pp. 1–19.

Note. — Throughout the lists of authorities, bracketed letters and figures refer to sections and shelves of the library of the normal school at Westfield. The word *alcove* in brackets indicates a bookcase on the third floor.

Ancient America and the Discovery of America.

I. — **The Savage and Barbarous Indians.**
II. — **Barbarous Indians in the United States.**
III. — **The Half-civilized Indians and Ancient Indians East of the Rocky Mountains.**

Authorities.

I.

Fiske [alcove], pp. 3–8.
Sheldon-Barnes [alcove], pp. 51–56.
Eggleston [alcove], pp. 71–77.
Montgomery [alcove], pp. 39–46.
The Discovery of America, Vol. I., Fiske [N — 2], pp. 24–32.
A Pathfinder in American History, Gordy [M — 4], Part II., p. 2.
Perry Pictures: —
No. 1342. Arrapahoe Indian Camp.
No. 1343. Comanche Indian Camp.

II.

Fiske [alcove], pp. 8, 9.
Indians and Pioneers, Hazard and Dutton [alcove], pp. 56–89.
The Discovery of America, Vol. I., Fiske [N — 2], pp. 44–82.
The Making of New England, Drake [M — 2], pp. 142–148, 184–186.
Household History of the United States, Eggleston [M — 2], pp. 69–78, 86–91.

The Conspiracy of Pontiac, Vol. I., Parkman [N — 5], chapters I., V.

Virginia, Cooke [M — 5], pp. 16–26.

History of the United States, Vol. II., Bancroft [M — 1], pp. 418–445.

How Our Grandfathers Lived, Hart and Chapman [alcove], pp. 193–212.

Colonial Children, Hart and Hazard [alcove], pp. 55–57, 95–97.

History of the United States, Gordy [alcove], pp. 76–85.

Poetry: —

The Song of Hiawatha, XIII., "Blessing the Cornfields," Longfellow [T — 1].

III.

Fiske [alcove], pp. 9–14.

Indians and Pioneers, Hazard and Dutton [alcove], pp. 44–56.

History of the United States, Higginson [M — 4], pp. 1–26.

The Discovery of America, Vol. I., Fiske [N — 2], pp. 131–146.

Stoddard's Lectures, Vol. X. [R — 3], pp. 118–158.

Poetry: —

The Song of the Ancient People, Proctor

Fiction: —

The Fair God, Wallace.

ANCIENT AMERICA AND THE DISCOVERY OF AMERICA — Continued.

I. — Voyages of the Northmen.
II. — Trade between Europe and Asia.
III. — Ptolemy and Mela.
IV. — The Earth a Ball.

Authorities.

I.

Fiske [alcove], pp. 19–21.
Sheldon-Barnes [alcove], pp. 6–12.
Montgomery [alcove], pp. 2–4.
Indians and Pioneers, Hazard and Dutton [alcove], pp. 112, 113.
The Discovery of America, Vol. I., Fiske [N — 2], pp. 164–192.
Old South Leaflets, Vol. II. [N — 4], No. 31.
Virginia, Cooke [M — 5], pp. 27–52.
Colonial Children, Hart and Hazard [alcove], pp. 1–3.
Poetry: —
The Skeleton in Armor, Longfellow [F — 1].
The Norseman, Whittier [E — 1].

II.

Fiske [alcove], pp. 21–23.
Montgomery [alcove], pp. 6, 7.
Sheldon-Barnes [alcove], pp. 12–16.
Eggleston [alcove], p. 1.

III.

Fiske [alcove], pp. 23–25.

Sheldon-Barnes [alcove], pp. 5, 6.

The Discovery of America, Vol. I., Fiske [N — 2], pp. 297, 303–309.

IV.

Fiske [alcove], pp. 25–27.

Sheldon-Barnes [alcove], p. 20.

Montgomery [alcove], pp. 8, 9.

The Discovery of America, Vol. I., Fiske [N — 2], pp. 253–255.

A Student's History of the United States, Channing [alcove], pp. 24–29.

ANCIENT AMERICA AND THE DISCOVERY OF AMERICA — Continued.

I. — The Great Voyage of Columbus.
II. — The Second and Third Voyages.
III. — Other Memorable Voyages.
IV. — Story of the Life of Columbus.

AUTHORITIES.

I.

Fiske [alcove], pp. 27, 28.

Montgomery [alcove], pp. 10–15. Put charts (page 12) on board.

Sheldon-Barnes [alcove], pp. 22–26.

Eggleston [alcove], pp. 3–5.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 23, 24.

American History told by Contemporaries, Vol. I. [edited by] Hart [M — 1], pp. 35–40.

Poetry: —

Columbus, Lowell [E — 2].

Perry Pictures: —

No. 1326. Columbus Statue, Capitol, Rome.

No. 1327. Columbus at the Court of Ferdinand and Isabella.

No. 1328. Columbus on the Deck of the "Santa Maria."

No. 1329. Landing of Columbus.

II.

Fiske [alcove], pp. 29, 30.

Montgomery [alcove], pp. 15–18.

Eggleston [alcove], p. 5.

Sheldon-Barnes [alcove], pp. 29–31.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 44–49.

III.

Fiske [alcove], pp. 30–32.

Montgomery [alcove], pp. 18–20; 22, 23.

Eggleston [alcove], pp. 8–11.

Sheldon-Barnes [alcove], pp. 27–29.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 25–27.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 69–72.

Life of Vasco Da Gama, Towle [alcove], chapters I., II., IV., VIII., XIII., XVIII., XX.

The Beginners of a Nation, Eggleston [M — 3], pp. 1–4.

IV.

The Discovery of America, Vol. I., Fiske [N — 2], pp. 348–514.

ANCIENT AMERICA AND THE DISCOVERY OF AMERICA — Concluded.

I. — The Voyage of Vespuccius.
II. — Vespuccius and the New World.
III. — Origin of the Name America.
IV. — Slow Emergence of the Idea of a New Hemisphere.
V. — The Adventures of Magellan.

AUTHORITIES.

I.

Fiske [alcove], pp. 32–34.

Eggleston [alcove], pp. 7, 8.

History of the United States, Higginson [M — 4], pp. 64–69.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 40–44.

II.

The Discovery of America, Vol. II., Fiske [N — 2], pp. 96–108.

III.

Fiske [alcove], pp. 34, 35.

Montgomery [alcove], pp. 20, 21.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], p. 49.

IV.

The Discovery of America, Vol. II., Fiske [N — 2], pp. 177–180, with Stoebnieza's map.

V.

The Adventures of Magellan, Towle [alcove], chapters I., III., V., VIII.–X., XIII., XVIII.

Colonization of North America. — 1493-1763.

THE COLONIZATION BY SPANIARDS.

De Soto — Cortez.

I. — Spanish Conquest of the Half-civilized Indians.
II. — The Spaniards on the North Atlantic Coast.
III. — Spanish Exploration in the West.
IV. — Further Attempts at Conquest and Civilization.
V. — The Strong and Noble Life of Las Casas.

Authorities.

I.

Fiske [alcove], pp. 40, 41.

The Discovery of America, Vol. II., Fiske [N — 2], pp. 274–290.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 49–53.

II.

Fiske [alcove], pp. 41–43.

Montgomery [alcove], pp. 25–27.

The Discovery of America, Vol. II., Fiske [N — 2], pp. 489, 490.

III.

Fiske [alcove], pp. 43–45.

Sheldon-Barnes [alcove], pp. 37–41.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 60–65.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 27–30.

History of the United States, Higginson [M — 4], pp. 72, 73.

IV.

Fiske [alcove], pp. 45, 46.

Montgomery [alcove], pp. 28–31.

Sheldon-Barnes [alcove], pp. 31–37.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 30–32.

History of the United States, Higginson [M — 4], pp. 73, 74.

De Soto in the Land of Florida, King [N — 5].

Colonial Children, Hart and Hazard [alcove], pp. 16–19.

Perry Pictures: —

No. 1330. De Soto discovering the Mississippi.

V.

The Discovery of America, Vol. II., Fiske [N — 2], pp. 427–482.

COLONIZATION OF NORTH AMERICA. — 1493-1763 — Continued.

FRENCH PIONEERS.

Champlain — Brébeuf — La Salle — Marquette.

I. — The Fisheries and the French.
II. — The Huguenots in Florida.
III. — The Settlement of Canada.
IV. — The French and the Iroquois.
V. — The Opening of the Mississippi Valley.

AUTHORITIES.

I.

Fiske [alcove], pp. 50, 51.

Montgomery [alcove], pp. 27, 28.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 32, 33.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 107–112.

History of the United States, Higginson [M — 4], pp. 108–137.

Old Times in the Colonies, Coffin [M — 2], pp. 37–44.

New France and New England, Fiske [N — 2], pp. 1–35.

II.

Fiske [alcove], pp. 51, 52.

Montgomery [alcove], pp. 31–33.

Sheldon-Barnes [alcove], pp. 34–36.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 112–118.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 48–50.

III.

Fiske [alcove], pp. 52–54.

Montgomery [alcove], p. 56.

Sheldon-Barnes [alcove], pp. 62–65.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 125–129.

Pioneers of France, Parkman [N — 5], pp. 238–256, 329–338, 452–454.

New France and New England, Fiske [N — 2], pp. 35–97.

IV.

Fiske [alcove], pp. 54, 55.

Eggleston [alcove], pp. 118, 119.

Sheldon-Barnes [alcove], pp. 74–77.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 129–133.

The Jesuits in North America, Parkman [N — 5], chapters I., V., VI., VII., VIII., IX., XIV., XVI., XVII., XXIV., XXVIII., XXXIV.

V.

Fiske [alcove], pp. 155–159.

Sheldon-Barnes [alcove], pp. 87–91.

Montgomery [alcove], pp. 128–130.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 136–145.

Old South Leaflets, Vol. II. [N — 4], No. 46.

New France and New England, Fiske [N — 2], pp. 98–132.

Fiction : —

The Story of Tonty, Catherwood.

The Romance of Dollard, Catherwood.

COLONIZATION OF NORTH AMERICA. — 1493–1763 — Continued.

THE ENGLISH IN VIRGINIA.

Sir W. Raleigh — Capt. John Smith — Governor Berkeley.

I. — The Coming of the English. Decline of Spanish Power.
II. — Sir Walter Raleigh. How he fared with King James I.
III. — The London and Plymouth Companies.
IV. — The Founding of Jamestown. The Colony on its Feet. The Beginning of Slavery.
V. — Charles I. and the Virginians. Berkeley and the Cavaliers.

AUTHORITIES.

I.

Fiske [alcove], pp. 59–62.

Montgomery [alcove], pp. 33–36, with section of Frobisher's Map of the World.

Sheldon-Barnes [alcove], pp. 41–44.

The Beginners of a Nation, Eggleston [M — 3], pp. 1–25.

Old Times in the Colonies, Coffin [M — 2], pp. 78–87.

Old Virginia and Her Neighbors, Fiske, Vol. I. [N — 4], pp. 21–30.

Fiction : —

Westward Ho! Kingsley.

II.

Fiske [alcove], pp. 62–65.

Sheldon-Barnes [alcove], pp. 44, 45.

Montgomery [alcove], pp. 36–39.

Eggleston [alcove], pp. 13–17.

Exploits and Voyages of Raleigh, Towle [alcove], chapters I.–V., VII.–IX., XI., XII., XIV.–XVII.

Virginia, Cooke [M — 5], pp. 5–8.

The Beginners of a Nation, Eggleston [M — 3], pp. 73–86.

Old Virginia and Her Neighbors, Fiske [N — 4], Vol. I., pp. 30–40; 191–200.

III.

Fiske [alcove], pp. 65–67.

Montgomery [alcove], pp. 52, 53.

Sheldon-Barnes [alcove], p. 57.

Documents Illustrative of American History, [edited by] Preston [M — 1], pp. 2–13, 29–31.

Old Virginia and Her Neighbors, Fiske [N — 4], Vol. I., pp. 41–79.

IV.

Fiske [alcove], pp. 67–72.

Eggleston [alcove], pp. 19–32.

Montgomery [alcove], pp. 53–62.

Sheldon-Barnes [alcove], pp. 58–61.

Virginia, Cooke [M — 5], pp. 16–26, 35–38, 95–103, 119–124.

The Beginners of a Nation, Eggleston [M — 3], pp. 57–59.

Old Times in the Colonies, Coffin [M — 2], pp. 45–49.

A Pathfinder in American History, Gordy [M — 4], Part II., pp. 24–27.

Old Virginia and Her Neighbors, Fiske [N — 4], Vol. I., pp. 80–118, 129–155.

Colonial Children, Hart and Hazard [alcove], pp. 63, 64, 175–177.

V.

Fiske [alcove], pp. 74–78.

Montgomery [alcove], pp. 62–67.

Sheldon-Barnes [alcove], pp. 77–79.

A Narrative and Critical History of America, Vol. III., Winsor [N — 1], pp. 147–153.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 237–246.

Old Virginia and Her Neighbors, Fiske [N — 4], Vol. I., pp. 223–250; Vol. II., pp. 1–25, 45–107, 174–250.

History of the United States, Gordy [alcove], pp. 116–118.

COLONIZATION OF NORTH AMERICA.—1493-1763—Continued.

NEW ENGLAND.

Bradford—Winthrop—Williams.

I.—Puritans and Separatists. The Pilgrims in New England.

II.—The Puritans in New England. Enemies of the New Colony. Dissatisfied Settlers. The Prophet of Religious Freedom.

III.—The Beginnings of Connecticut. The New Haven Colony. Recapitulation of Story of Five Colonies.

IV.—The New England Confederacy. Persecution of Quakers. Early Indian Wars. The King's Quarrel with New England.

V.—The Vice-royalty of Andros. King William's Arrangements in 1692.

Authorities.

I.

Fiske [alcove], pp. 86–91.

Montgomery [alcove], pp. 76–82, with map of the Homes of the Pilgrims.

Eggleston [alcove], pp. 34–39.

Sheldon-Barnes [alcove], pp. 65–69.

The Beginnings of New England, Fiske [N — 2], pp. 66–75.

Epochs of American History, The Colonies, Thwaites [M — 2], pp. 113–124.

The Beginners of a Nation, Eggleston [M — 3], pp. 164–181.

Old Times in the Colonies, Coffin [M — 2], pp. 111–141.

The Bradford History [N — 2], pp. 22–29.

The Making of New England, Drake [M — 2], pp. 80–104.

Old South Leaflets, Vol. I., No. 21; Vol. II., No. 50 [N — 4].

Poetry:—

Miles Standish, Longfellow [F — 1].

Landing of the Pilgrims, Hemans, Library of the World's Best Literature, [edited by] Warner, Vol. XII. [G — 2], pp. 7232, 7233.

The Pilgrim's Vision, Holmes [E — 3].

Fiction:—

Standish of Standish, Austin.

Perry Pictures: —

No. 1331. Embarkation of the Pilgrims.
No. 1332. Landing of the Pilgrims.
No. 1333. Plymouth Rock.
No. 1334. Departure of the Mayflower.
No. 1337. John Alden and Priscilla.
No. 1339. Pilgrims going to Church.
No. 1340. Miles Standish and his Soldiers.
No. 1344. Alden House, Duxbury.
No. 1345. Standish House, Duxbury.

II.

Fiske [alcove], pp. 91–100.
Eggleston [alcove], pp. 39–43.
Montgomery [alcove], pp. 82–88.
Sheldon-Barnes [alcove], pp. 71, 72.
Old Times in the Colonies, Coffin [M — 2], pp. 152–184.
The Making of New England, Drake [M — 2], pp. 149–184.
The Beginners of a Nation, Eggleston [M — 3], pp. 266–307.
Old Landmarks of Boston, Drake [M — 3], pp. 15–18, 62, 63 (Anne Hutchinson).
Colonial Children, Hart and Hazard [alcove], pp. 136–140, 152–155.

Fiction: —

Woodstock (Cromwell), Scott [D — 1].

III.

Fiske [alcove], pp. 100–107.

Sheldon-Barnes [alcove], pp. 81, 82.

The Colonial Era, Fisher [M — 2], pp. 126–133.

Documents Illustrative of American History, [edited by] Preston [M — 1], pp. 78–85.

The Making of New England, Drake [M — 2], pp. 187–194.

History of the United States, Gordy [alcove], pp. 110–115.

Poetry: —

Abraham Davenport, Whittier [E — 1].

IV.

Fiske [alcove], pp. 107–112.

Eggleston [alcove], pp. 79–90.

Sheldon-Barnes [alcove], pp. 83–86.

Montgomery [alcove], pp. 90–94.

The Colonial Era, Fisher [M — 2], pp. 133–149.

The Beginnings of New England, Fiske [N — 2], pp. 140–190, 199–241.

Old Times in the Colonies, Coffin [M — 2], pp. 216–224.

The Making of New England, Drake [M — 2], pp. 231–243.

American History told by Contemporaries, Vol. I., [edited by] Hart [M — 1], pp. 479–486.

History of the United States, Higginson [M — 4], pp. 202–210.

History of the United States, Gordy [alcove], pp. 86–88 (early Indian Wars).

Poetry: —

Poems on the persecutions of the Quakers, Whittier [E — 1]: Cassandra Southwick, The Exiles, The Old South, The King's Missive, Banished from Massachusetts, How the Women went from Dover.

Fiction: —

Friend Olivia, Mrs. Barr.

V.

Fiske [alcove], pp. 112–116.
Sheldon-Barnes [alcove], pp. 96–100.
Montgomery [alcove], pp. 94, 95, 101–103.
Old Times in the Colonies, Coffin [M — 2], pp. 265–271.
The Beginnings of New England, Fiske [N — 2], pp. 242–273.
The History of the United States, Vol. II., Bancroft [M — 1], pp. 241–271.

Fiction:—

Romance of the Charter Oak, Seton

Perry Pictures:—

No. 1374. Province House, Boston.
No. 1377. Old South Church, Boston.

COLONIZATION OF NORTH AMERICA. — 1493-1763 — Continued.

THE MIDDLE ZONE.

William Penn.

I. — The Founding of Maryland.
II. — The New Netherlands.
III. — Early English Rule in New York. Lord Bellamont and the Pirates.
IV. — New Jersey. The Founding of Pennsylvania.

AUTHORITIES.

I.

Fiske [alcove], pp. 124–127 (with map, p. 142).
Montgomery [alcove], pp. 103–108.
Eggleston [alcove], pp. 50–53.

The Beginners of a Nation, Eggleston [M — 3], pp. 220–258.

History of the English Colonies in America, Lodge [M — 2], pp. 93–132.

Old Virginia and Her Neighbors, Fiske [N — 4], Vol. I., pp. 255–296; Vol. II., pp. 131–173.

II.

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COLONIZATION OF NORTH AMERICA. — 1493-1763 — Continued.

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Oglethorpe — The Wesleys.

I. — The Carolinas. The Beginnings of North Carolina; of South Carolina.
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III. — The English of the Eighteenth Century. The France of Louis XIV.
IV. — American Life in Town and Country in the Eighteenth Century.

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III. — The Blows of Frontenac.
IV. — Struggle in Queen Anne's War.

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II.

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* A review which can be omitted at discretion. See topic V., p. 14.

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III. — The Fourth War.
IV. — The Algonquins left Unprotected.

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CAUSES AND BEGINNINGS.

Warren — Montgomery — Arnold — Jefferson.

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II. — The Stamp Act. General Subject of Taxation in England.
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IV. — The Tea Ships. Lexington and Concord.
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No. 1373. Old Liberty Tree, Boston.

No. 1376. Faneuil Hall, Boston.

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No. 1354. Paul Revere's House, Boston.

No. 1355. Revere House, Watertown.

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No. 1364. Lexington Monument.

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V.

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VI.

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No. 1389. Signing the Declaration of Independence.

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II. — Second Attempt to conquer New York.
III. — The Surrender of Burgoyne.
IV. — Results.

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IV.

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IV. — Victories in the South. Surrender of Cornwallis.

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Fiction: —

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IV.

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I.

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The Man without a Country, Hale.

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No. 63. Francis Scott Key.
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Part II.

History Stories for Primary Grades.

TOPICS AND REFERENCES.

History Stories for Primary Grades.

THE HISTORICAL STORY.

Material. — Pictures, maps, stories, songs, poems.

Method. — Presentation, questions, reproduction of the story by children in complete statements.

The outline of the story may be placed on the board before the children are called on for the reproduction.

A story consists of —

(*a*) Introduction.

(*b*) Body of the story.

(*c*) Close of the story.

The introduction must be *brief*, *clear*, *vivid*, because we must catch the attention.

The body of the story must continue to interest.

The close must have something fine for the children to carry away.

SPECIMEN OUTLINE.

Lincoln.

1. The time (undeveloped west).
2. The country (geography).
3. Home and parents (influence).
4. Society (influence) (sociology).
5. Occupations (commerce; business in a new country; flat-boating, and his visit to the slave-market in New Orleans).
6. Experience.
7. Lessons to be drawn (*no* practical application of ethics).

Rules for Story-telling.

1. Fix the principal points of the story clearly in your own mind, also the relative importance of the subordinate parts.
2. Develop logically or chronologically, making each point naturally follow the preceding.

3. Do not obscure the principal points with details.
4. Avoid digressions.
5. Be simple in language and manner.
6. Have dramatic fire.
7. The teller should be forgotten in the story.
8. Use appropriate gestures.
9. Moderate the voice to suit the emotion.
10. Use pictorial or other helps.

In a training school the story-teller is subject to criticism along the following lines: —

Look at the Directions. — Did she obey the first direction? Did she violate the third? How about the fourth? The fifth? The sixth? The seventh? Eighth? The tenth? The chief merit? The worst defect? Her tendency in story-telling?

The story must be well balanced, with much regard for the first direction.

A PICTURE LESSON.

The photograph of the great historical picture of Columbus at the Court of Ferdinand and Isabella, by Brojik, may be made a review of the previously told history story of Columbus and Isabella.

In narration or description the following order may be observed: —

(*a*) *Introduction.* — This should be brief, pleasant, and calculated to awake interest. It may often be omitted.

(*b*) *Objects found.* — Let them study first the prominent figures, and then the accessory objects; as, the caskets on the table.

(*c*) *Objects described and Story inferred.* — Let the class tell what they "think the picture is about," in their own way. Simply ask, "Why do you think the queen and her ladies are so breathlessly attentive?" or "What makes you think Columbus is explaining Toscanelli's map?" or "What are those grave, long-frocked men behind him about?" Sometimes the teacher may tell the story in a way to confirm or correct the version of the class.

(*d*) *Lesson drawn.* — The teacher should recapitulate the story in a manner that will excite the sympathy of the class, and should state in simple language what the picture teaches.

(*e*) *Picture removed*, and the story reproduced orally or in writing. "Tell me about the picture as you would tell a little boy or girl who

had not seen it." If they are careless in their choice of words, "How should you say that if you were going to put it in a book for some one to read?"

A photograph of the Shaw Memorial would call attention effectively to another historical epoch.

Whatever will inspire interest is of value in both grammar and primary history work. A medal, a badge, a bit of paper currency, — anything that brings the past near, will aid the lesson.

Topics and References.

TOPICS.

The Boy Columbus; Columbus and Isabella; The Voyage; De Leon; Cortez and Montezuma; Pizarro and the Incas; Americus Vespuccius; Sir Francis Drake; Sir Walter Raleigh; Hendrik Hudson; Capt. John Smith; The French in North America; The Pilgrims; The Story of Maryland; William Penn; The Indians of New England; Colonial Life; Wolfe and Montcalm; Benjamin Franklin; Colonial Tea Parties; George Washington; A Hundred Years from the Settlement; Paul Revere's Ride; Lafayette; Arnold and André; Daniel Boone; Eli Whitney and the Cotton Gin; Fulton and the Steamboat; Thomas Jefferson; The Purchase of Louisiana; The Mill Boy of the Slashes; How a Famous Song was written; Capt. Robert Gray; "Remember the 'Alamo'!" Buena Vista; The Story of the Railroad; The Story of Slavery; William Lloyd Garrison; Webster and the Union; California and Gold; The Story of the Telegraph; John Brown; Abraham Lincoln; Gettysburg; Grant; The South after the War; William McKinley.

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